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AUTHOR Crawley, Nora S.
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ABSTRACT

Atlanta Public Schools received $604,250 to operate a program under the Emergency School Aid Act (ESAA). The program provided remedial reading and mathematics to eligible students. Students were selected on the basis of scoring 90 age achievement quotient points or below on the "Iowa Test of Basic Skills." Four objectives were included in the ESAA Basic Remedial Reading and Mathematics Program, including: (1) gains in reading and mathematics: (2) staff development for teachers and aides: (3) purchase of appropriate instructional materials: and (4) parent and community involvement. Each objective is discussed with its accompanying activities and evaluation. The report concludes that the ESAA staff was extremely successful in implementing its objectives for the school year 1978-1979. (DS)

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EVALUATION OF THE EMERGENCY SCHOOL AID ACT (ESAA) BASIC PROGRAM

1978-79

U S DEPARTMENT OF HEALTH,
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RESEARCH, EVALUATION, AND DATA PROCESSING

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA

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Report No.: 13-8, 5/80

EVALUATION OF EMERGENCY SCHOOL AID ACT (ESAA) BASIC PROGRAM

1978-79

Prepared by:

Dr. Nora S. Crawley
Research Assistant

Dr. Jarvis Barnes
Assistant Superintendent
Research, Evaluation, and Data Processing

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
210 Pryor Street, S. W.
Atlanta, Georgia 30335

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INTRODUCTION

During the 1978-79 school year, the Atlanta Public Schools received funds to operate a program under the Emergency School Aid Act (ESAA). The amount of the grant was $609,250 to meet our needs from July 1, 1978, to June 30, 1979. The basic purpose of our project was to provide remedial reading and math to those students who were enrolled in the schools which were listed in the various desegregation plans with which Atlanta has been involved.

Eligible students were selected by using the criterion that was established by administrators in Atlanta for participation in any remedial or compensatory program. The criterion was a score of 90 age achievement quotient (AAQ) points or below on the Iowa Tests of Basic Skills (ITBS). The AAQ, a statistic which was developed for the Atlanta Public Schools as a result of our functional level testing, is determined by comparing the student's actual performance on the test with the performance of children at the same age level. A student with an AAQ in either reading or math of 90 or below is considerably lower than someone his or her own age; therefore, remedial reading and math instruction would be helpful.

The 18 participating schools within the Atlanta Public Schools are listed in Table 1 with the number of teams at each of the schools. Table 2 contains the list of parochial schools and the ESAA positions for each school which was deemed eligible for the ESAA Basic Remedial Reading and Math Program.

One other criterion for inclusion of a remedial reading and math program within any school is the guarantee that it will merge or interact with the regular reading and math programs provided from general funds. At each of the schools in the Atlanta Public Schools, principals were alert to the necessity of providing the continuity between remedial reading and the regular reading program. Persons from the area level and from the Division of Research, Evaluation, and Data Processing monitored the program in each of the schools to be certain that such was the case.

There were four objectives included in the ESAA Basic Remedial Reading and Math Program. Each of the objectives is discussed with its accompanying activities and the evaluation.

Objective 1: Gains in Reading and Mathematics

As stated in the proposal, the objective was as follows:

Students in ESAA remedial reading and mathematics schools will exhibit a gain that is equal to or greater than students in other remedial or compensatory reading programs.

Activities

In each of the schools participating in the ESAA Remedial Reading and Math Program, a teacher and/or aide scheduled no more than 17 students per period of instruction. The minimum amount of instruction was 30 minutes with an hour being the maximum amount of time. These limits were imposed in order to insure that sufficient time was provided for intensive remedial instruction, but at the same time to avoid separating the students from the regular classroom for a significant portion of the school day. The results of this specialized instruction are shown in Tables 3 and 4.

Evaluation

The data in Table 3 show the gains in reading for both ESAA and for other special programs as well as for students not involved in any special reading program. Please note the distinction between ESAA-Title I Reading and just ESAA Remedial Reading. The reason the 23 students in the ESAA Remedial Reading Program are not included in the ESAA Title I Reading Program's number is because the 644 students were enrolled in schools that were eligible for Title I Elementary and Secondary Education Act funds; therefore, these schools were considered to be ESAA-Title I schools. For the purposes of reporting test scores, the two groups were separated, but in reality the total of 667 students reflect the total for whom there were reading scores for 1978 and 1979.

By reviewing the data on reading gains in Table 3, it is apparent that the ESAA remedial reading students with their gain of 9 months was equal to or higher than all the other gains with the exception of the Hoffman Reading Lab Center students. The ESAA-Title I reading students with their gain of 8 months were equal to or above all students with the exception of the 23 ESAA remedial reading students and the

TABLE 1

ATLANTA PUBLIC SCHOOLS WITH REMEDIAL READING AND MATH PROGRAMS FUNDED WITH EMERGENCY SCHOOL AID ACT (ESAA) FUNDS

School	Number of Teams*	
Brandon	1	
Brewer	2	
Capitol View	4	
Chattahoochee	1	
Garden Hills	.5	(Shared with Sarah Smith)
Gordon	3	
Hill	1	
Howell, E. P.	1	
Humphries	2	
Hutchinson	2	
Inman	1	
Jackson	.5	(Shared with Mitchell)
Lin	3	
Mitchell	1.5	(Shared with Jackson)
Morningside	2	
Rivers	2	
Smith	.5	(Shared with Garden Hills)
West	2	

*Each team consists of a teacher and an aide.

TABLE 2

PRIVATE SCHOOLS WITH REMEDIAL READING AND MATH PROGRAMS FUNDED BY EMERGENCY SCHOOL AID ACT (ESAA) FUNDS

School	Position	
	No.	Title
St. Anthony's	1	Aide
Sts. Peter and Paul	2	Aide
St. Thomas More	1	Teacher
	1	Aide

TABLE 3

COMPARISON OF EMERGENCY SCHOOL AID ACT (ESAA) GAINS IN READING TO GAINS FOR STUDENTS IN OTHER SPECIAL PROGRAMS AND STUDENTS NOT INVOLVED IN ANY SPECIAL PROGRAMS

Project	Type Score	Number	1978	1979	Gain
ESAA-Title I	AAQ	644	81	82	1
	GE		2.8	3.6	.8
EOA	AAQ	673	85	82	-3
	GE		3.3	3.9	.6
Title I Regular	AAQ	2,310	76	75	-1
	GE		3.9	4.5	.6
Title I-CEP	AAQ	5,071	80	81	1
	GE		2.8	3.6	.8
Title I-CEP Verbal Skills	AAQ	619	80	81	1
	GE		3.0	3.8	.8
Follow Through	AAQ	432	106	100	-6
	GE		2.4	2.9	.5
ESAA Remedial	AAQ	23	95	94	-1
	GE		2.3	3.2	.9
Hoffman Reading Lab Center	AAQ	214	81	83	2
	GE		2.9	3.9	1.0
Literacy Action-ESAA (NPO)	AAQ	61	88	84	-4
	GE		2.8	3.3	.5
Title I - CEP BRL	AAQ	882	80	81	1
	GE		3.0	3.8	.8
CEP	AAQ	—	—	—	—
	GE		—	—	—
Title I or CEP (1977-78)	AAQ	—	—	—	—
	GE		—	—	—
No Project	AAQ	23,268	100	95	-5
	GE		4.0	4.6	.6
Total	AAQ	34,161	94	91	-3
	GE		3.7	4.4	.7

TABLE 4

COMPARISON OF EMERGENCY SCHOOL AID ACT (ESAA) GAINS IN MATH TO GAINS FOR STUDENTS IN OTHER SPECIAL PROGRAMS AND STUDENTS NOT INVOLVED IN ANY SPECIAL PROGRAMS

Project	Type Score	Number	1978	1979	Gain
ESAA-Title I	AAQ	644	83	82	-1
	GE		3.1	3.8	.7
EOA	AAQ	295	86	84	-2
	GE		4.1	4.7	.6
Title I	AAQ	1,968	78	77	-1
	GE		4.0	4.8	.8
Title I-CEP	AAQ	4,886	82	83	1
	GE		3.1	4.0	.9
Title I-CEP BRL	AAQ	870	82	81	-1
	GE		3.2	3.9	.7
SEED	AAQ	72	103	101	-2
	GE		4.6	5.4	.8
ESAA Remedial	AAQ	12	91	91	—
	GE		2.9	3.9	1.0
CDA	AAQ	6,549	97	94	-3
	GE		3.5	4.2	.7
Instrumental Enrichment	AAQ	1,460	82	82	—
	GE		3.5	4.2	.7
CEP	AAQ	—	—	—	—
	GE		—	—	—
Title I or CEP (1977-78)	AAQ	—	—	—	—
	GE		—	—	—
No Project	AAQ	20,234	99	95	-4
	GE		4.0	4.6	.6
Total	AAQ	33,885	95	92	-3
	GE		3.8	4.5	.7

Hoffman Reading Lab Center students. In conclusion, the objective was achieved when the ESAA students were compared to nine of the 10 other special programs for reading which were in operation in our system. It may be concluded then that the reading instruction provided by ESAA funds was successful.

Table 4 contains the data for ESAA gains in math as compared to other students who were in special programs. Once again it is necessary to distinguish between the 644 students who were in ESAA schools which were also eligible for Title I funds and the 12 ESAA students for whom math scores were available. These 12 students were in the two ESAA schools which were not eligible for Title I funds. So, in reality, the total number of ESAA remedial reading and math students was 656. In contrast to reading, the math the gains were not as great for ESAA students. Only the 12 students at the two ESAA remedial math schools with a gain of one year on the ITBS were above the other nine math programs. The 644 ESAA-Title I math students were lower than seven of the nine math programs. Therefore, the objective in math was not achieved because the bulk of the students were in the ESAA-Title I math schools and the gain of seven months was lower in seven of nine instances.

Objective 2: Staff Development for Teachers and Aides

The objective for staff development was stated as follows:

Eighty per cent of the ESAA staff will be present at each ESAA workshop held during the 1978-79 school year.

Activities

During the 1978-79 school year, workshops were held for each of the nine months of the school year. The topics for each of the workshops were determined by a needs assessment conducted by the coordinator for ESAA Remedial Reading and Math. There was a wide range of topics for the workshops and a large amount of participatory activities.

Evaluation

Table 5 contains the data to evaluate the objective. For two of the nine workshops, the percentage of attendance fell below the 80 per cent criterion level; however, when the average for the nine workshops is calculated, the percentage of 87 is well above the criterion level of 80. Therefore, the objective was achieved for each of the months with the exception of September of 1978 and December of 1978. With the other percentages being as high as indicated in Table 5, it must be concluded that the objective was obtained.

Objective 3: Purchase of Appropriate Instructional Materials

The objective for the purchase of appropriate instructional materials was stated as follows:

Each instructional team will select appropriate instructional materials to assist students in making the appropriate gain.

Activities

Materials were selected to meet the particular needs of the participants at each school. The choice of the materials was coordinated with the regular classroom teacher so that materials used in the remedial program would complement and emphasize the instructional program in the classroom. Each school submitted its request for instructional materials to both the principal and to the coordinator of the ESAA Remedial Reading and Math Program.

Evaluation

The coordinator reviewed each of the requests for purchases and determined that all materials which were purchased were appropriate for the particular school from which the request came. Based upon this review by the ESAA coordinator, the objective was achieved.

Objective 4: Parent and Community Involvement

The objective in the proposal is stated as follows:

Eighty per cent of the parents and students participating in the ESAA Program will attend at least one of the activities designed by the ESAA schools for parental involvement for the 1978-79 school year.

Activities

Each of the ESAA schools designed its own set of activities to solicit the input and active participation of parents and to the

TABLE 5

ESAA WORKSHOPS, 1978-79

Month	Number Attending Workshops	Percentage
September 1978	47	78
October 1978	52	87
November 1978	52	87
December 1978	43	72
January 1979	48	80
February 1979	57	95
March 1979	56	93
April 1979	57	95
May 1979	54	90
Average	52	87

community in the school program. The activities were designed under the direction of the principal of the individual school as well as with the assistance of the coordinator of the ESAA Program. The new activities were implemented. Among the ones which seemed to be very popular were classroom observations, open houses, group meetings, areawide and "townhall" meetings, and individual parent conferences. In addition, the ESAA Districtwide Advisory Committee meetings were held each month, frequently at one of the participating schools. This gave the districtwide committee an opportunity to see the program function within the schools.

Evaluation

Reports from the schools were given to the coordinator that indicated over 80 per cent of the parents of students participated in one or more activities. Therefore, the parental involvement component was implemented.

CONCLUSIONS

With the one exception of the gain in mathematics achievement, the ESAA staff was extremely successful in implementing its objectives for the 1978-79 school year. It must be noted, however, that many of the accomplishments are immeasureable. For example, the racial interaction which occurred on the field trips which were taken by the ESAA students proved valuable in providing an opportunity for the development of new friendships. Also, it is difficult to measure the increased ability of a teacher to improve his or her math and reading instruction, but the workshops that were attended by the teachers and the aides must have had some influence in this particular area.

RECOMMENDATIONS

Based on the data presented above, as well as the contact with which the writer has had with the program, the following recommendations are made:

1. During the 1979-80 school year, the in-service activities in mathematics should be the area of concentration. It is in this area that ESAA teachers need the most assistance so they in turn can help the students improve the mathematics scores.
2. In addition to maintaining attendance record at the workshop, it is recommended that an evaluation of each be made which would permit the coordinator to know how valuable the workshop has been or how it might be improved.
3. Parent and community involvement should be a continued program in each of the ESAA schools. Increased reading and math scores are difficult to achieve without the total commitment of the parents and assistance from the community. While the participation has been high for the ESAA schools, the level should be even higher if additional and reading math gains are to be expected.
4. The entire ESAA staff is to be commended for the way in which it accomplished the objectives for 1978-79. Also, the staff is to be commended for integrating its activities within the regular reading and math instruction at each of the schools.